

## Erwin Elementary

1477 Locustwood Avenue  
Lancaster, South Carolina 29720

**Grades** K-5 Elementary School

**Enrollment** 482 Students

**Principal** Jane B. Gaston 803-285-8484

**Superintendent** Patricia K. Burns 803-286-6972

**Board Chair** Lisa T. Bridges 803-286-6972

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	54	22	0

### IMPROVEMENT RATING

### GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

### NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Good	No

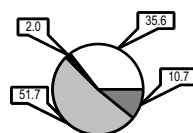
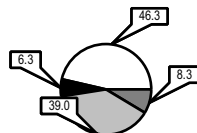
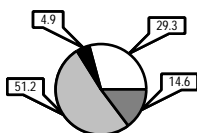
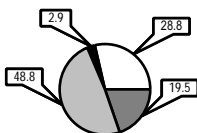
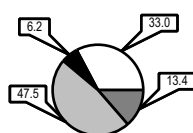
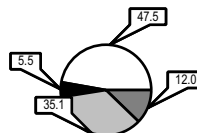
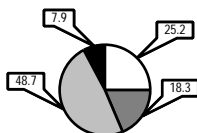
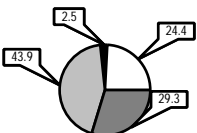
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	225	100.0	28.0	49.8	19.4	2.8	34.1	Yes	Yes
<b>Gender</b>									
Male	118	100.0	37.4	48.6	14.0	0.0	21.5		
Female	107	100.0	18.3	51.0	25.0	5.8	47.1		
<b>Racial/Ethnic Group</b>									
White	109	100.0	18.4	53.4	23.3	4.9	44.7	Yes	Yes
African American	111	100.0	37.9	45.6	15.5	1.0	23.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	197	100.0	29.0	49.2	18.6	3.3	35.5		
Disabled	28	100.0	21.4	53.6	25.0	0.0	25.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	225	100.0	28.0	49.8	19.4	2.8	34.1		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	224	100.0	28.1	49.5	19.5	2.9	33.8		
<b>Socio-Economic Status</b>									
Subsidized meals	158	100.0	33.8	46.2	18.6	1.4	29.7	No	Yes
Full-pay meals	67	100.0	15.2	57.6	21.2	6.1	43.9		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	225	100.0	28.4	52.6	14.2	4.7	38.4	Yes	Yes
<b>Gender</b>									
Male	118	100.0	29.0	55.1	13.1	2.8	30.8		
Female	107	100.0	27.9	50.0	15.4	6.7	46.2		
<b>Racial/Ethnic Group</b>									
White	109	100.0	18.4	54.4	19.4	7.8	51.5	Yes	Yes
African American	111	100.0	39.8	50.5	8.7	1.0	24.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	197	100.0	26.8	53.0	15.3	4.9	41.5		
Disabled	28	100.0	39.3	50.0	7.1	3.6	17.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	225	100.0	28.4	52.6	14.2	4.7	38.4		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	224	100.0	28.6	52.9	13.8	4.8	38.1		
<b>Socio-Economic Status</b>									
Subsidized meals	158	100.0	31.7	52.4	13.1	2.8	35.9	No	Yes
Full-pay meals	67	100.0	21.2	53.0	16.7	9.1	43.9		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	225	99.6	44.8	41.0	8.1	6.2	14.3
<b>Gender</b>							
Male	118	99.2	49.1	40.6	3.8	6.6	10.4
Female	107	100.0	40.4	41.3	12.5	5.8	18.3
<b>Racial/Ethnic Group</b>							
White	109	99.1	30.4	48.0	10.8	10.8	21.6
African American	111	100.0	61.2	32.0	5.8	1.0	6.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	197	100.0	45.4	40.4	8.7	5.5	14.2
Disabled	28	96.4	40.7	44.4	3.7	11.1	14.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	225	99.6	44.8	41.0	8.1	6.2	14.3
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	224	99.6	45.0	40.7	8.1	6.2	14.4
<b>Socio-Economic Status</b>							
Subsidized meals	158	99.4	48.6	39.6	6.3	5.6	11.8
Full-pay meals	67	100.0	36.4	43.9	12.1	7.6	19.7

<b>Social Studies</b>							
All Students	225	99.6	34.3	53.3	10.5	1.9	12.4
<b>Gender</b>							
Male	118	99.2	40.6	50.0	7.5	1.9	9.4
Female	107	100.0	27.9	56.7	13.5	1.9	15.4
<b>Racial/Ethnic Group</b>							
White	109	99.1	26.5	52.0	18.6	2.9	21.6
African American	111	100.0	42.7	53.4	2.9	1.0	3.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	197	100.0	33.9	52.5	11.5	2.2	13.7
Disabled	28	96.4	37.0	59.3	3.7	0.0	3.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	225	99.6	34.3	53.3	10.5	1.9	12.4
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	224	99.6	34.4	53.1	10.5	1.9	12.4
<b>Socio-Economic Status</b>							
Subsidized meals	158	99.4	39.6	52.8	4.9	2.8	7.6
Full-pay meals	67	100.0	22.7	54.5	22.7	0.0	22.7

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	71	98.6	28.8	43.9	25.8	1.5	27.3
	4	78	100.0	23.1	53.8	21.8	1.3	23.1
	5	78	100.0	38.7	41.3	20.0	N/A	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	74	100.0	17.2	46.9	28.1	7.8	35.9
	4	67	100.0	30.6	50.0	19.4	0.0	19.4
	5	84	100.0	36.7	49.4	12.7	1.3	13.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	71	98.6	40.9	51.5	7.6	N/A	7.6
	4	78	100.0	28.2	47.4	20.5	3.8	24.4
	5	78	100.0	32.0	53.3	10.7	4.0	14.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	74	100.0	26.6	67.2	1.6	4.7	6.3
	4	67	100.0	29.0	48.4	19.4	3.2	22.6
	5	84	100.0	31.6	40.5	21.5	6.3	27.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	74	100.0	51.6	43.8	3.1	1.6	4.7
	4	67	98.5	49.2	44.3	4.9	1.6	6.6
	5	84	100.0	39.2	31.6	15.2	13.9	29.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	74	100.0	25.0	50.0	20.3	4.7	25.0
	4	67	98.5	29.5	62.3	8.2	0.0	8.2
	5	84	100.0	48.1	45.6	5.1	1.3	6.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 482)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.3%	Down from 5.3%	3.4%	3.0%
Attendance rate	95.4%	Down from 95.5%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.4%	Up from 0.9%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.9%	Up from 0.0%	3.6%	3.2%
Eligible for gifted and talented	5.3%	Down from 9.3%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.5%	Up from 3.9%	8.7%	8.2%
Older than usual for grade	0.4%	Up from 0.0%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 30)</b>				
Teachers with advanced degrees	63.3%	Up from 60.0%	49.3%	52.6%
Continuing contract teachers	93.3%	No change	84.9%	83.3%
Highly qualified teachers	79.3%	Down from 100.0%	93.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 6.9%	0.0%	0.0%
Teachers returning from previous year	91.5%	Down from 94.0%	86.4%	87.0%
Teacher attendance rate	95.6%	Up from 94.1%	94.9%	95.0%
Average teacher salary	\$41,787	Up 1.3%	\$41,311	\$41,703
Prof. development days/teacher	14.3 days	Up from 12.1 days	13.2 days	12.8 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.9 to 1	18.5 to 1	18.8 to 1
Prime instructional time	89.8%	Up from 88.4%	89.6%	89.8%
Dollars spent per pupil*	\$5,611	Up 1.2%	\$6,359	\$6,242
Percent of expenditures for teacher salaries*	65.0%	Up from 64.7%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	82.6%		89.4%	
Highly qualified teachers in high poverty schools	55.3%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

"Live to love, love to learn, and live to love learning" sets the stage for our attitude and atmosphere at Erwin Elementary and serves as our mission statement. We strive to create a positive environment that promotes both challenging academic standards and outstanding school citizenship. As visitors walk through the halls of the school, they are able to observe students actively participating in inquiry-based science kits, problem solving activities, and creative art projects. Students are also busy creating projects using available technology and software programs.

Numerous programs are available to students to provide creative outlets and to promote positive character development. Students may be involved in activities such as Relay for Life Events, Drama Club, Art Therapy, Cheer and Dance Groups, Book Writing Club, Kindergarten Chorus, Elementary Chorus, Drum Club, Study Buddies, A.C.E. Club, Student Council, Junior Achievement, SAIL Club, Choral Festival, Reading Counts, E-mail Pals, and the Ambassadors to Erwin.

Continuous improvement in statewide testing has occurred each year that PACT has been administered. Our focus continues to be to provide opportunities for academic improvement by engaging students in learning before, during, and after school. Some activities offered before or after school include the following: math lab, writing programs, fitness programs, and computer classes. By offering additional programs, we are able to expand instruction of curriculum standards and offer assistance to students who need additional help while offering more challenging activities to others.

Our faculty and staff continue to become stronger as they take advantage of the many professional development opportunities. We strive to provide quality instruction while maintaining an atmosphere that encourages individual differences and allows students to just be children.

Supportive parents, spirited students, and enthusiastic teachers make our atmosphere one of playfulness and friendliness. Our welcome mat sums up our beliefs and supports our mission statement as it reads, "Little People, Big Dreams, and Bright Futures at Erwin Elementary."

Jane B. Gaston, Principal  
Virginia Faulkner, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	35	75	39
Percent satisfied with learning environment	100.0%	95.9%	89.5%
Percent satisfied with social and physical environment	100.0%	95.9%	87.2%
Percent satisfied with school-home relations	94.1%	91.8%	65.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.